

2003-2004 No Child Left Behind—Blue Ribbon Schools Program**Cover Sheet**

Name of Principal Mr. Rick Howell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sunny View Elementary School
(As it should appear in the official records)

School Mailing Address 86 Sunny View School Road
(If address is P.O. Box, also include street address)

Mill Spring NC 28756-4691
City State Zip Code+4 (9 digits total)

Tel. (828) 625-4530 Fax (828) 625-8409

Website/URL http://www.polk.k12.nc.us/sve E-mail rhowell@polk.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Susan S. McHugh
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Polk County Schools Tel. (828) 894-3051

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Geoffrey M. Tennant
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
	Other (Briefly explain)
6	TOTAL

2. District Per Pupil Expenditure: \$2,947
 Average State Per Pupil Expenditure: \$4,463

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input checked="" type="checkbox"/>	Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	20	18	38		7			
1	18	19	37		8			
2	8	12	20		9			
3	15	18	33		10			
4	12	12	24		11			
5	11	7	18		12			
6					Pre-K	5	13	18
TOTAL STUDENTS IN THE APPLYING SCHOOL →								188

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|-----------------------------|
| <u>89</u> | % White |
| <u>0</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>5</u> | % Multi-Racial |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 9 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	170
(5)	Subtotal in row (3) divided by total in row (4)	11
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 5 %
9 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 60 %
114 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 15 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> 3 </u> Developmentally Delayed	<u> 1 </u> Educable Mental Impaired

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 10 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 3 </u>
Paraprofessionals	<u> 5 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> 2 </u>
Total number	<u> 20 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.1%</u>	<u>95%</u>	<u>96.1%</u>	<u>96.5%</u>	<u>95.9%</u>
Daily teacher attendance	<u>96.2%</u>	<u>96%</u>	<u>95.7%</u>	<u>96%</u>	<u>96.5%</u>
Teacher turnover rate	<u>7.5%</u>	<u>15%</u>	<u>7.5%</u>	<u>8.3%</u>	<u>0%</u>
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Sunny View Elementary School is located in the beautiful foothills of western North Carolina, in a thoroughly rural setting in the northern part of Polk County. The school serves a population of 188 children in grades PreK - 5. Many of our students' parents attended Sunny View School when they were children. Our 1956 school building has, within the last year, received a "facelift", with major improvements and beautifications accomplished to the delight of the community. A new addition is currently underway, which will add classrooms, restrooms, and a multi-purpose room for physical education and dramatic and musical presentations.

Our student population represents a fairly large percentage (60%) of economically challenged households, as evidenced by our free and reduced lunch counts. Our students are 89% white and 11% Hispanic and multi-racial. 30 students are in the Exceptional Children's program, while 3 students are in the Academically Gifted program. The faculty and staff are a dedicated, experienced group of professionals who care about doing what's best for children. Fifteen years is the average number of years of experience of the faculty and administration. 65% of the teaching and administrative staff have attained advanced degrees. Our students are afforded the services of a half-time guidance counselor, and full-time media specialist, exceptional children's teacher, technology facilitator and Title I teacher.

Recently, we have earned several state honors based on the North Carolina End-Of-Grade tests. In 2000-2001, we were named in the Top 25 Most Improved Schools in the state. The two subsequent years, we earned the honor of School of Excellence, with 96% proficiency (on grade level).

Our mission at Sunny View School is to strive for excellence, in partnership with parents and community, to prepare and motivate students to be literate, responsible, and productive members of society. We encourage students to "strive for excellence every day." To this end, we set individual *Accelerated Reader* and EOG testing goals. Instruction is individualized to accommodate the needs of each child. We believe every individual in our school is valuable and deserves dignity, fairness, and respect. We encourage excellence in quality of work; high teacher expectations have yielded high student performance. We have purposely "raised the bar" in many areas of student achievement, and students have met the mark by performing to the higher expectations. Partnership with parents and community is a means of success for students. Sunny View is truly a "community school," and is embraced as a focal point in the community. The PTO is very active in support of the school. Community and family support for literacy was evidenced in the spring of 2003, when the school was named the state small-site winner in the RIF Community Reading Challenge. Literacy is also encouraged through the *Dollywood Foundation's Imagination Library* program, which provides books to preschoolers in our community.

We believe that our school has the responsibility to address the academic, creative, emotional, physical, and social needs of all students. Therefore, we provide an abundance of technology, print, and media resources, as well as off-campus experiences. We have an active CARE Team, which creates strategies for ensuring student success in all areas. Assessment tools are used to determine the developmental needs of students at various points during the school year. As successes are achieved, we celebrate with ice cream parties, balloon launches, pizza parties, principal challenges, and other events. Rewards are given for both large and small achievements. Our staff truly cares about each student.

Part IV - Indicators of Academic Success

1. In 1995 the North Carolina legislature and State Board of Education put in place the ABCs of Public Education. This education improvement program focuses on school accountability, the mastery of basic subjects, and local control. The accountability section of the program requires that students at Sunny View Elementary in grades 3-5 be tested each year in reading and math. These End-of-Grade assessments are designed by North Carolina teachers, curriculum specialists, testing experts, and Department of Public Instruction staff. The scores from these tests reflect how well the students have mastered the objectives outlined in the *North Carolina Standard Course of Study*.

The ABCs program sets two standards to be met on the End-of-Grade math and reading tests. The growth standard is based on Sunny View's previous performance, statewide average growth and a statistical adjustment that is needed when test scores of the same students are compared from one year to the next. This information is put into a formula to determine if a school makes expected growth or high growth. As the data shows, Sunny View has met expected growth each year from the 1997-98 school year through the 2002-03 school year and high growth continuously from 1999-00 through 2002-03. Certified staff members have received monetary awards from the state for achieving expected and high growth.

The second standard gives an important picture of Sunny View's overall achievement. This performance standard indicates what percentage of students' scores are at or above grade level in math and reading. Student performance is reported by achievement levels. Achievement Level I means students do not have sufficient mastery of knowledge and skill in math or reading to be successful at the next grade level. Achievement Level II performance demonstrates inconsistent mastery of knowledge and skills. Achievement Level III is consistent mastery of grade level subject matter and skills and shows students are well prepared for the next grade level's work. Achievement Level IV demonstrates students are performing consistently in a superior manner clearly beyond that required to be proficient at grade level work. Sunny View's performance score has risen sharply over the last few years. In 1998-99 our Performance Composite Score was 71.7, and it has climbed each year to reach 96.1 in 2002-03.

As a result of our students' growth and performance scores in math and reading, Sunny View has been named a School of Distinction for 1999-00 and 2000-01 and a School of Excellence for the years 2001-02 and 2002-03.

2. During the summer, the staff meets to assess demographics, state testing data, teacher-generated data, and K-2 Literacy and Math Assessments from the previous year. After careful analysis, goals and strategies are written or re-written for the School Improvement Plan. The analysis also enables teachers to evaluate individual strengths and weaknesses.

In the fall teachers identify students in need of remediation or enrichment. K-5 students identified "at-risk" by the classroom teacher are required to have Personal Education Plans. PEP's identify the student's weaknesses as well as strengths. Learning strategies relevant to the student are listed and used daily by the teacher. PEP progress is monitored and recorded by the teacher each six weeks. Students may be selected to receive daily help with a volunteer or the Title One teacher. In grades 3-5, students are invited to stay after school each day to work with their classroom teacher during Enrichment Hour. Reading scores on EOG tests and *Accelerated Reader* tests, as well as teacher recommendations, help the principal target low or reluctant readers. These students are then assigned to a small reading group, led by the principal, media specialist, or a paraprofessional, that meets daily to discuss a specific book or reading selections. Prior to EOG testing, the principal meets individually with each student in grades 3-5 to discuss previous EOG scores and strategies to use on the upcoming test.

3. At the beginning of each school year parents and students attend grade level meetings with teachers and the principal to share performance expectations for the year. During the first month of school, teachers, parents, and at-risk students share strategies for student success while developing a Personal Education Plan for each student. All participants sign these plans and agree to work together to ensure a successful year. Report cards, interim reports, and *Accelerated Reader* assessments are sent home every six weeks. Parents receive weekly assessments of student performance from the classroom teachers. Teachers make a minimum of three personal contacts weekly to share student successes. Parents of students in grades 3-5 receive results of the End-of Grade testing in math and reading. These reports explain the student's current performance and growth. A North Carolina School Report Card is sent home once a year. This report assesses student performance on End-of Grade tests and compares our school's performance with other schools throughout the state. This data and other information, such as perfect attendance and honor rolls, are shared with the community through the local newspaper, school bulletin boards, and our school and county websites. State awards of achievement are displayed on

banners and plaques throughout the building. After receiving performance results from the state, our school hosts a celebration for students, parents, faculty and staff, and members of the community.

4. Sunny View School has and will continue to provide outreach to other schools for the purpose of sharing our successful strategies. On a district level, we have assumed leadership roles on curriculum, policy, and planning committees. We have hosted student teachers, and have been visited by education professors from surrounding universities. Our National Board certified staff members have mentored and encouraged teachers in other schools who are seeking National Board certification. Our state Mathematics Teacher of the Year shared successful math strategies. We have made presentations to our school board for the purpose of sharing successful curricular programs and practices, including literacy, technology, and volunteers.

On a wider scope, we have had staff members who were presenters at various seminars. A teacher and our technology facilitator presented an Essential Question Research model unit for a STAR Net teleconference, sponsored by the United Star Distance Learning Consortium. Another teacher has taught a cross-curricular unit (adaptable K-6) on terrariums, which addresses many areas of the *North Carolina Standard Course of Study*. This was part of a Science professional development opportunity co-sponsored by the Pisgah Forest Institute and Brevard College. Our guidance counselor developed a character education curriculum which was shared with schools across the region. Several staff members have created and shared web quests, which are published on the school and county websites. Several teachers have attended North Carolina Teacher Academy workshops, and showed their expertise in the creation of *Power Point* presentations, which were copied and shared with all schools in attendance. We have shared our language arts successes with schools in our county and across the state by imparting information and encouragement about the *Dollywood Imagination Library*, *RIF*, new language arts materials, and *Write...from the Beginning*. We welcome opportunities to share Sunny View successes with others.

Part V- Curriculum and Instruction

1. The staff at Sunny View Elementary follows the *North Carolina Standard Course of Study* (NCSCOS). Content areas included in the NCSCOS for elementary school are: language arts, mathematics, science, social studies, healthful living, computer/technology, art, music, physical education, and information skills.

Sunny View Elementary uses a balanced literacy approach to language arts. That approach includes phonics, word study to develop vocabulary, guided reading and independent reading. Additional resources such as *Thinking Maps*, *Write ... from the Beginning* and *Orchard* software complement the reading program.

The mathematics curriculum is supplemented with *Math Super Stars*, hands-on experiences, manipulatives, response journals and *Orchard* software.

Monthly themes that integrate social studies and science into the rest of the curriculum are used throughout the school. The science curriculum is enhanced with grade level inquiry-based science kits that give students hands-on experiences. All grades use science response journals. In grades 3-5 the students are working on web quests and answering essential questions. Our school is currently designing a weather station on campus to enrich the students' learning at all grade levels. Students also learn social studies lessons in giving through the schoolwide canned food drive and Samaritan's Purse.

Art is integrated throughout all of the curriculum areas. Students are engaged in weekly music classes that give them the opportunity to present plays and musicals incorporating the lessons from their music class. Daily classes in physical education are accomplished with a certified teacher. Healthful living is reinforced by school policies, parents, community programs such as the *DARE* program and by school staff modeling.

The guidance counselor provides individual counseling as well as classroom lessons dealing with citizenship and guidance goals.

Computer/technology is important to our students' future. We have a computer lab and a full-time technology facilitator. The TF works with classroom teachers to integrate technology into the regular classroom instruction. The media coordinator provides instruction in information skills across the curriculum areas.

The school's curriculum is enhanced and enriched by students attending operas, fine arts activities and off-campus experiences.

2. The reason for Sunny View's reading program could be summed up in one sentence: "The more the students read, the better readers they become." This is so important to the students that, before the students ever come to school, they are receiving books to read. The *Dollywood Imagination Library*, a program that sends a book each month to students from ages 0 to 5, helps ensure that students have quality literature in their homes. To build upon and continue that love of reading, the staff uses a balanced literacy approach to reading instruction. Each grade level reading curriculum includes phonics, word study to develop vocabulary, guided reading to build comprehension and thinking skills, independent reading to build fluency, and writing to respond to literature. All grade levels incorporate the use of a reading log to monitor reading outside of the school day. Another key ingredient to the success of our reading is our *Accelerated Reader* program. Our school also sponsors various reading challenges that inspire the children to read. Some of those reading challenges have included splashing the principal and pizza parties. Another key element is the school's remediation reading teacher, who works with identified students who are struggling with their reading. Additional programs such as *Book-It*, *RIF* and *Read Across America* help to ensure that our students will be lifelong readers.

3. One of the ways our school strives to develop responsible and productive members of society is through our writing program. For many years, our school has focused on integrating writing with all subject areas in order to prepare our students with essential skills and knowledge. We have set high expectations in writing for K-5. Our students are taught the writing process through the use of many strategies such as Writer's Workshop, modeling, teacher/student conferencing, group writing, and peer editing. Teachers use *Write...from the Beginning* and *Thinking Maps* to help structure the writing curriculum and enhance learning of subject matter while teaching students to organize their thoughts for writing. Each student writes in a response journal to reflect on learning across the curriculum. To give the students practice in the mechanics of writing, each classroom teacher uses *Daily Oral Language* each morning. Students show pride in their writing by displaying their finish products in the school hallway. Newsletters and short stories are published using student work. The Polk County Literacy Council has provided our school with wonderful volunteers from the community who tutor students in the writing process. State assessments have shown improvement in our students' writing proficiency.

4. The faculty and staff at Sunny View Elementary School utilize a multitude of diverse methods to ensure that our curriculum is mastered at each grade level. Students are assessed to determine what each individual needs to be successful. Teachers exercise various learning styles and differentiate the curriculum to help every student achieve high academic growth. Direct instruction, teacher modeling, guided and independent practice, drill and practice, use of hands-on activities and homework are a few of the methods that are used to improve student learning. Teachers help students see the relevance of their schoolwork by providing real world experiences. Teachers guide students with their exploration and experimentation in the content areas. Technology tools such as *Power Point* and webquests are used to stimulate the student's ability to inquire and answer essential questions. *Orchard* software is another computer program used to reinforce student learning in math, reading and language arts. *Thinking Maps* and other graphic organizers are used daily to facilitate student learning. We are currently using *Write...from the Beginning* to help improve student writing. Small group and individual instruction help

all of our students experience success. Students having difficulty are encouraged to stay after school to get additional help during “Homework Lab”.

5. Each summer our faculty meets to establish our professional goals for the year, and each teacher develops an Individual Growth Plan. As a result, teachers participate in schoolwide workshops as well as workshops off-campus. Visiting speakers have led workshops on writing, including the writing process, journal writing, planning, and retelling. Off-campus workshops have included *Writers' Workshop* by children's author Ralph Fletcher, *Brain Research*, *Writing and Reading Instruction* by Gloria Houston, *Thinking Maps* and *Invitation to Literacy*. Another focus for our faculty has been technology. Teachers attended the N.C. Teacher Academy to learn more about integrating technology across the curriculum. Others completed the course, *American Memory*, at Brevard College. Our technology facilitator led our faculty in workshops that increased each teacher's technology skills. Workshops on assessment and remediation software, such as *Orchard* and *Renaissance Learning Math and Reading*, have provided our faculty with the necessary tools for identifying and remediating of student needs in math and reading. As a result of focusing our staff development on specific faculty and student weaknesses, we have seen great improvement in our student achievement.

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment
Edition/Publication year: Updated Annually

Grade: Third Grade Reading
Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Third Grade)					
At or Above Proficient	95.7%	95.2%	75.0%	62.6%	82.2%
Number tested	23	21	24	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	95.2%	95.0%	78.9%	N/A	N/A
2. Exceptional Children –At or Above Proficient	83.3%	100.0%	44.4%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	7.2%	30.7%	23.1%	N/A	N/A
4. Free/Reduced Lunch – Advanced	85.7%	61.6%	38.4%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	89.6%	87.5%	84.8%	83.1%	82.1%
2. Exceptional Children – At or Above proficient	55.7%	53.7%	46.7%	N/A	N/A
3. Free/Reduced Lunch – At or Above proficient	72.9%	68.6%	63.6%	N/A	N/A

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment
Edition/Publication year: Updated Annually

Grade: Third Grade Math
Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Third Grade)					
At or Above Proficient	100.0%	95.2%	75.0%	90.6%	71.5%
Number tested	23	21	24	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	100.0%	95.0%	78.9%	N/A	N/A
2. Exceptional Children –At or Above Proficient	100.0%	100.0%	44.4%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	42.8%	38.5%	30.8%	N/A	N/A
4. Free/Reduced Lunch – Advanced	57.2%	53.8%	30.7%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	94.1%	87.0%	84.0%	82.0%	80.1%
2. Exceptional Children – At or Above proficient	71.8%	57.5%	52.0%	N/A	N/A
3. Free/Reduced Lunch –At or Above proficient	82.0%	64.7%	59.4%	N/A	N/A

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment
Edition/Publication year: Updated Annually

Grade: Fourth Grade Reading
Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Fourth Grade)					
At or Above Proficient	100.0%	78.9%	78.6%	92.0%	82.8%
Number tested	18	19	28	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	100.0%	85.7%	78.6%	N/A	N/A
2. Exceptional Children –At or Above Proficient	100.0%	80.0%	37.5%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	44.45%	33.4%	41.7%	N/A	N/A
4. Free/Reduced Lunch – Advanced	55.55%	33.3%	33.3%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	90.1%	85.7%	83.8%	81.6%	80.8%
2. Exceptional Children – At or Above proficient	55.6%	49.6%	44.1%	N/A	N/A
3. Free/Reduced Lunch –At or Above proficient	74.3%	64.2%	59.9%	N/A	N/A

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment
Edition/Publication year: Updated Annually

Grade: Fourth Grade Math
Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Fourth Grade)					
At or Above Proficient	100.0%	100.0%	100.0%	96.0%	94.3%
Number tested	18	19	28	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	100.0%	100.0%	100.0%	N/A	N/A
2. Exceptional Children –At or Above Proficient	100.0%	100.0%	100.0%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	0%	25.0%	41.6%	N/A	N/A
4. Free/Reduced Lunch – Advanced	100.0%	75.0%	58.4%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	100.0%	94.1%	93.0%	91.1%	89.6%
2. Exceptional Children – At or Above proficient	81.2%	72.8%	68.2%	N/A	N/A
3. Free/Reduced Lunch –At or Above proficient	91.1%	81.8%	77.9%	N/A	N/A

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment

Grade: Fifth Grade Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Fifth Grade)					
At or Above Proficient	100.0%	85.2%	87.5%	81.2%	63.1%
Number tested	21	27	24	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	100.0%	85.2%	87.5%	N/A	N/A
2. Exceptional Children –At or Above Proficient	100.0%	57%	33%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	56.3%	24.9%	42.9%	N/A	N/A
4. Free/Reduced Lunch – Advanced	43.7%	58.4%	35.7%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	93.9%	91.1%	89.7%	87.0%	83.9%
2. Exceptional Children – At or Above proficient	63.6%	58.8%	53.8%	N/A	N/A
3. Free/Reduced Lunch –At or Above proficient	81.2%	73.9%	70.6%	N/A	N/A

Edition/Publication year: Updated Annually

Publisher: NCDPI

Criterion-Referenced Test

Test: North Carolina End of Grade Assessment

Grade: Fifth Grade Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL (Fifth Grade)					
At or Above Proficient	100.0%	96.4%	91.7%	93.8%	78.9%
Number tested	21	28	24	N/A	N/A
Percent of total students tested	100.0%	100.0%	100.0%	N/A	N/A
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. White – At or Above proficient	100.0%	96.4%	91.7%	N/A	N/A
2. Exceptional Children –At or Above Proficient	100.0%	100.0%	33%	N/A	N/A
3. Free/Reduced Lunch – At Proficient	12.5%	30.8%	28.5%	N/A	N/A
4. Free/Reduced Lunch – Advanced	87.5%	69.2%	57.2%	N/A	N/A
STATE SCORES					
TOTAL					
1. White – At or Above proficient	79.5%	93.7%	92.5%	89.5%	89.3%
2. Exceptional Children – At or Above proficient	75.6%	69.2%	65.0%	N/A	N/A
3. Free/Reduced Lunch –At or Above proficient	87.4%	80.5%	77.2%	N/A	N/A

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